

2021 YEAR 11 ENGLISH STANDARD COURSE BOOKLET



Dear Year 11 Students,

Welcome to senior English. The aim of this booklet is to provide you with an overview of what is to be expected for the year ahead. In this booklet, you will find useful information regarding assessments, modules to be studied and the relevant rubrics.

Information in this booklet is to be used as a guide only. Dates may change according to calendar variations to routine. Although we endeavour to work closely within the timeframes outlined, there may be occasions where this will need to be altered slightly to meet the demands of the school curriculum. It will be your responsibility to work closely with your class teacher over the course of the year to ensure you are aware of any possible changes and to ask clarifying questions whenever you need to do so. We encourage you to seek academic support where necessary to ensure you are using this time to prepare for Year 12.

Your English Faculty

SCOPE AND SEQUENCE

Scope and Sequence Term 1	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
Module	Common Module: Reading to Write: Transition to Senior English									
Unit overview	Students undertake the intensive and close reading of quality texts from a variety of modes and media. In doing so, they further develop the skills and knowledge necessary to appreciate, understand, analyse and evaluate how and why texts convey complex ideas, relationships, endeavours and scenarios. Central to this module is developing student capacity to respond perceptively to texts through their own considered and thoughtful writing and judicious reflection on their skills and knowledge as writers.									
Texts	A selection of film, media and non-fiction texts pertaining to the science fiction and dystopian fiction genres									
Syllabus Outcomes linked to assessment	EN11-3, EN11-5, EN11-9									

Scope and Sequence Term 2	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
Module	Module A: Contemporary Possibilities									
Unit overview	Students extend their knowledge, understanding and appreciation of the ways that different communication technologies shape the ways that we read, navigate, understand and respond to digital, multimedia, multimodal and nonlinear texts.									
Texts	Drama will be the core study in addition to a selection of media and non-fiction texts									
Syllabus Outcomes linked to assessment	EN11-4, EN11-6, EN11-8									

Scope and Sequence Term 3	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
Module	Module B: Close Study of Literature							Yearly Examinations		Revision of skills prior to HSC course
Unit overview	Students develop their knowledge and appreciation of a substantial literary print text. Through their close study of and personal responses to the text in its entirety, students develop an understanding of the ways that language features, text structures and stylistic choices can be used in literary texts.									
Texts	Novel chosen at teacher discretion									
Syllabus Outcomes linked to assessment	EN11-1, EN11-2, EN11-7									

Example and text's interaction with wider concepts and context:

- Link to overall purpose or meaning of the text, and how it explains/engages with the world outside of the text
- Consider philosophical/cultural/political/social significance of ideas being discussed in example and text and further in previous analysis

Focus: Audience reception

Significance of example within text:

- Explain why this example is important within the text – a) at that point in the text; b) on the text as a whole: impact on narrative, development of characters, creation or continuation of motif, thematic concern emerging, overall impact on tone and/or mood etc.

Construction of example (language focused):

- Decisions the composer made in the construction of the example – include textual features/techniques
- What meaning do these decisions create i.e. what does the metaphor mean, why has the director used this film technique etc.

Example:
Provide example here – either direct quote or description of visual feature or other textual element

- Tone and/or mood created

Supporting examples:

- Examples from other parts of text which help to explicate significance of main example – showing character development, previously established or continuance of motif, development or alteration in tone and/or mood etc.
- Some discreet analysis of these sub-examples may be useful

Focus: Composer intention

- Links to context – both of composer and current audiences or audiences of other relevant contexts
- Situate text and example within wider literary/cultural trends if relevant

Example and text's interaction with wider concepts and context:

- Shakespeare displaying the moral horror of violence without noble purpose – Macbeth driven only by inchoate ambition. Duncan's regicide leads to chain of events which leave Macbeth driven beyond normal human conception of the world, stranded in a sea of blood of his own making. Macbeth moves inexorably from first murder to the assassination of women and children, showing the deadening effect of violent actions on moral sense and understanding of the world.

Significance of example within text:

- Shows effect of Macbeth's actions on his psyche and perspective – sees himself as moving towards some unknown goal, unmoored from any sense of conventional moral sense
- The blood in which he is 'stepp'd' has become his reality – violence has become his world, and only method of moving through it

Construction of example:

- Metaphor – lake of blood
- 'Returning were as tedious...' – Macbeth sees no difference between continuing violence and attempting to rescind it

Example:

"I am in blood
Stepp'd in so far that, should I wade no more,
Returning were as tedious as go o'er"

- Tone and syntax – Macbeth is 'wading' – sense of heaviness and effort, but the effort is merely 'tedious' – no recognition of the moral weight of violence

Supporting examples:

- Connects to his conclusion that 'Life's but a walking shadow' – bloodshed has led to conclusion that existence has no meaning
- Lacks even his 'black and deep desires' – driven forward seemingly without any sense of want, only the need to continue
- Shortly precedes decision to 'give to the edge o' the sword' to Macduff's family and castle

RUBRIC INFORMATION

NOTE: Over the course of each of the Modules, you will be required to reflect, refine and strengthen your skills in producing crafted, imaginative, discursive, persuasive and informative texts. These text types will be explicitly taught throughout the year.

Common Module: Reading to Write – Transition to Senior English

In this module, students undertake the intensive and close reading of quality texts from a variety of modes and media. In doing so, they further develop the skills and knowledge necessary to appreciate, understand, analyse and evaluate how and why texts convey complex ideas, relationships, endeavours and scenarios. Central to this module is developing student capacity to respond perceptively to texts through their own considered and thoughtful writing and judicious reflection on their skills and knowledge as writers. Students read texts that are engaging thematically, aesthetically, stylistically and/or conceptually to inspire or provoke them to critique skilfully, or to respond imaginatively. Through the study of texts, students develop insights into the world around them, deepen their understanding of themselves and the lives of others, and enhance their enjoyment of reading.

The careful selection of critical and creative texts that address the needs and interests of students provides opportunities for them to increase the command of their own written expression, and empower them with the confidence, skills and agility to employ language precisely, appropriately and creatively for a variety of purposes.

Wide reading and reflection provides students with the opportunity to make deeper connections and identify distinctions between texts to enhance their understanding of how knowledge of language patterns, structures and features can be applied to unfamiliar texts. Through imaginative re-creation students deepen their engagement with texts and investigate the role of written language in different modes, and how elements, for example tone, voice and image, contribute to the way that meaning is made. By exploring texts that are connected by form, point of view, genre or theme, students examine how purpose, audience and context shape meaning and influence responses.

Through responding and composing for a range of purposes and audiences students further develop skills in comprehension, analysis, interpretation and evaluation. They investigate how various language forms and features, for example structure, tone, imagery and syntax are used for particular effect. They analyse and assess texts using appropriate terminology, register and modality. By reading and writing complex texts they broaden the repertoire of their vocabulary and extend control of spelling, punctuation and grammar to gain further understanding of how their own distinctive voice may be expressed for specific purposes.

Module A: Contemporary Possibilities

In this module, students extend their knowledge, understanding and appreciation of the ways that different communication technologies shape the ways that we read, navigate, understand and respond to digital, multimedia, multimodal and nonlinear texts. They develop understanding of the creative possibilities made available through these rapidly evolving technologies in the ways we communicate and represent ideas and experiences.

Students engage in a detailed study of one complex multimodal or digital text for example film, media or interactive narratives. To support their study, students also explore a range of texts that typically use contemporary technologies such as film, television, online news services and

specific social media platforms. They apply their understanding of the nature, scope and ethical use of digital technology in their own responding and composing.

Students develop a deeper appreciation and understanding of the power of communication technologies to reach a broad audience for a range of purposes and the significance of this mode of communication in a global world. Through a close study of the selected texts students appreciate the active roles of both composer (author, poet, playwright, director, designer and so on) and responder (reader, listener, viewer, an audience and so on) in controlling and choosing the reading pathways through texts. They analyse and interpret the ways composers use and manipulate a variety of aural, language and visual devices to shape our understanding of what we listen to, read or view and may explore notions of hybridity and intertextuality.

Through their responding and composing students gain increasing confidence in experimenting with a range of language and visual forms and features to individually or collaboratively design and create their own multimodal or digital texts to communicate and represent their ideas; understanding the importance of creating a responsible digital footprint.

Through viewing, listening or reading students analyse and assess the text's specific features and form. They express their knowledge and understanding, clearly and concisely, using appropriate register, structure and modality. They independently and collaboratively plan, draft, appraise and refine their own responses to texts applying the conventions appropriate to form of syntax, spelling and grammar.

Module B: Close Study of Literature

In this module, students develop their knowledge and appreciation of a substantial literary print text. Through their close study of and personal responses to the text in its entirety, students develop an understanding of the ways that language features, text structures and stylistic choices can be used in literary texts.

Students study one literary print text, for example a prose fiction, drama or a poetry text, which may constitute a selection of poems from the work of one poet. They identify, analyse and respond to the ideas in the text and the ways in which meaning is shaped. Students examine the conventions that are particular to their chosen literary form, and the ways that authors use, manipulate and/or challenge those conventions.

Through their critical and creative responses to the text, students develop their understanding of the use and effects of elements such as style, tone and mood. They further develop their critical skills to analyse and assess the ways meaning is shaped and conveyed.

Through their engagement with the text and their own compositions, students further develop their personal connections with, and enjoyment of the text, enabling them to express their personal interpretation of its meaning and importance. They express their ideas clearly and cohesively using appropriate register, structure and modality. They plan, draft and refine their own written and spoken texts, applying the conventions of syntax, spelling and grammar appropriately for their audience, context and purpose.

ASSESSMENT SCHEDULE

Syllabus Outcomes

EN11-1 responds to and composes increasingly complex texts for understanding, interpretation, critical analysis, imaginative expression and pleasure

EN11-2 uses and evaluates processes, skills and knowledge requires to effectively respond to and compose texts in different modes, media and technologies

EN11-3 analyses and uses language forms, features and structures of texts, considers appropriateness for specific purposes, audiences and contexts and explains effects on meaning

EN11-4 applies knowledge, skills and understanding of language concepts and literary devices in new and different contexts

EN11-5 thinks imaginatively, creatively, interpretively and analytically to respond to and compose texts that include considered and detailed information, ideas and arguments

EN11-6 investigates and explains the relationships between texts

EN11-7 understands and explains the diverse ways texts can represent personal and public worlds

EN11-8 identifies and explains cultural assumptions and values in texts and their effects on meaning

EN11-9 reflects on, evaluates and monitors own learning and develops individual and collaborative processes to become an independent learner

Assessment Program (dates may vary according to variations to calendar)

Task number	Task 1	Task 2	Task 3	
	Imaginative text with reflection statement Common Module: Reading to Write: Transition to Senior English	Multimodal presentation Module A: Contemporary Possibilities	Yearly Examination Paper Common Module Module A Module B	
Timing	Term 1, Week 10	Term 2, Weeks 10	Term 3, Weeks 8 & 9	
Outcomes Assessed	EN11-3, EN11-5, EN11-9	EN11-4, EN11-6, EN11-8	EN11-1, EN11-2, EN11-7	
Formative Task	Writing Portfolio – formative portfolio of writing in types of texts across the year			
Components				Weighting %
Knowledge and understanding of course content	15	20	15	50
Skills in responding to texts and communication of ideas appropriate to audience, purpose and context across all modes	15	20	15	50
Total %	30	40	30	100